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AUTHOR Ellis, Nancy H.; Bernhardt, Regis
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ABSTRACT

To meet the growth and achievement needs of teachers and to build career commitments among teachers, school administrators need to understand what influences the internal work motivation of classroom teachers and to adjust their supervisory styles to meet those needs. Accordingly, after an extensive review of the literature on adult learning, this study examines the degree to which a random sample of classroom teachers in Fairfield County, Connecticut, perceived their supervisors' behavior to conform to an andragogical (adult learning) model of educational supervision and tests the degree to which supervisors' behavior was related to teacher motivation. Data were collected with the Job Diagnostic Survey (JDS), which measures five core job dimensions (skill variety, task identity, task significance, autonomy, and feedback) and three psychological states (meaningfulness, responsibility, and knowledge of results). Results were computed to yield a Motivating Potential Score, based on scores for the core job dimensions, and an andragogical quotient, based on the categories of autonomy, feedback from supervision, and job satisfaction. Findings, based on the responses of 207 out of 425 teachers, indicate a definite relationship between andragogical supervision and the job satisfaction and internal work motivation of teachers. References are included. (TE)

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AN ANDRAGOGICAL MODEL OF SUPERVISION

by

Dr. Nancy H. Ellis
Graduate School of Education
Fairfield University
Fairfield, Connecticut 06430

and

Dr. Regis Bernhardt
Associate Dean, Graduate School of Education
Fordham University at Lincoln Center
New York, New York 10023

Eastern Educational Research Association
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AN ANDRAGOGICAL MODEL OF SUPERVISION

Statement of the Problem

The quality of education, particularly the quality of the nation's teaching force, is of major concern throughout the country. The failure to attract and retain able people in the teaching profession has reached crisis proportions. A study conducted by the National Institute of Education in the late 1970's found that 12% of high school graduates in the top fifth in the verbal portion of the Scholastic Aptitude Tests majored in education. Of these, only 7.9% actually became teachers and only 2.2% plan to remain teachers until the age of thirty (Feistritzer, 1983, p. 58). Where teaching used to be considered a life-long career, it now has become to many, just a job where people participate in return for a regular salary. Investments of creative motivational energy are rare.

In order to meet the growth and achievement needs of teachers and to build career commitments on the parts of growth oriented teachers, school administrators need to understand the factors that influence the internal work motivation of classroom teachers and to adjust their supervisory styles to meet those needs.

The present study examined behaviors of supervisors in an attempt to develop an andragogical (adult learning) model of educational supervision. The supervisory behaviors examined in the study were drawn from research in the area of andragogy, the "art or science of helping adults to learn" (Cross, 1981, p. 222). Knowles (1980) stated that the concept of the role of the

supervisor is shifting away from a primary concern for controlling the behavior of subordinates to a primary concern for developing subordinates' self-directing capacities.

Specifically, this study examined the degree to which classroom teachers perceived the behaviors of their supervisors to be andragogical in nature, and tested the degree to which the supervisors' behaviors were related to teacher motivation. It was expected that teachers working in environments where supervisors engaged in more andragogical types of behaviors would be more satisfied and positively motivated.

The study focused on two hypotheses: (1) teachers who perceive their supervisors to be using andragogical behaviors will have more positive perceptions of the job dimensions of their positions than teachers who perceive their supervisors to be using more traditional behaviors; and (2) teachers who perceive their supervisors to be using andragogical behaviors will have higher level needs for growth and achievement than teachers who perceive their supervisors to be using more traditional behaviors.

Theoretical Rationale

This study sought to define the characteristics of supervisory behavior that are most able to elicit higher order motivational responses from staff members. Since teachers are adult professionals, Malcolm Knowles' theory of adult learning, or andragogy formed an appropriate theoretical framework.

Andragogy, or the art and science of teaching adults, is a theory based on certain assumptions about adult learning styles.

The theory assumes a continuum along which the learner moves from dependence to self-directedness. The theory assumes that adult learners bring with them a lifetime of experience which serves as a resource for learning. Adults are thought to desire immediate application of learning. It is assumed that they prefer a problem-centered approach to learning, a climate that is collaborative informal and supportive, and a mutuality in diagnosing learning needs, in setting learning objectives, and in evaluating what has been learned (Cross, 1981, p. 224).

Teachers are adult professionals, and to the extent to which they work to improve the quality of their work, they can be considered adult learners. Supervisors, then, can be thought of as leaders or facilitators in the adult learning process; therefore they should be called upon to adopt the behaviors considered most effective in working with adult learners.

Knowles (1980) stated that the main thrust of adult education should be the involvement of adults in the processes of diagnosis of learning needs, setting learning objectives, designing plans for meeting those objectives, and evaluating the progress made.

Andragogy, according to Knowles (1980), is based on four assumptions. As people mature, (1) their self-concepts move from dependency to self-direction, (2) they accumulate a growing reservoir of experience that serves as a resource for learning, (3) their readiness to learn is oriented towards the developmental tasks mandated by their social roles, and (4) their time perspective demands immediate application of knowledge and a

performance centered orientation to learning (pp. 44-45).

Learners' perceptions of what they wish to become, to achieve, and at what levels they wish to perform should form the starting point in building an adult competency model (Knowles, 1978). Knowles stated that adults need to be self-directing. The role of the facilitator, or the supervisor in this study, should not be one of merely transmitting knowledge and then evaluating the learner's conformity to that knowledge. Rather, there should be a mutual engagement in the learning process. Knowles (1980) stressed the need to involve the adult learner in the process of diagnosing her/his own needs for learning. Only by helping the learner to measure the gaps that exist between present competencies and ideal states can self-induced dissatisfaction occur, motivating improvement.

Recognition by supervisors and other facilitators of the adult's experiences is crucial to successful learning. This experience not only serves as a resource from which others may learn, but also, according to Knowles (1978) provides a base on which new learnings are built. Knowles emphasized that to adults, experience defines who they are. Any action that devalues or ignores that experience is perceived as a rejection of the person. This is an important factor for supervisors to acknowledge in dealing with the experienced teacher and, therefore, must be incorporated into any model dealing with motivational supervision.

Knowles (1980) found that adults become ready to learn when they experience a need to cope more satisfyingly with real life

tasks or problems. Adult learners also want to see an immediate application of knowledge and skills. The adult educator or, in this study, the supervisor should create conditions and procedures that help learners to discover their needs and to apply their new knowledge and skills to their work situations.

To Knowles (1980), the learning climate is an important variable in adult education. It is important that the adult learner feels at ease, accepted, respected and supported. There should be a spirit of mutuality between teacher and learner. Learners must feel valued as unique individuals and must feel free to express themselves without fear of reprisal. Knowles (1978) found that an institutional climate that rewards self-improvement will increase motivation to engage in new learning activities, and a climate that rewards new behaviors and allows for frequent practice of these behaviors encourages their maintenance.

Behaviors identified by Knowles (1950) as important for adult educators to understand include the need for recognition of experience and for achievement on the part of the learner, the creation of an environment for learning that is secure and non-threatening, the encouragement of learner growth and challenge, and the provision for learner self-directedness. The supervisory behaviors examined in this study in an attempt to develop an andragogical model of educational supervision included: (1) the encouragement of teacher self-direction and autonomy, (2) the encouragement and recognition of teacher growth and accomplishment, (3) clear, direct, and constructive feedback on

teacher performance, and (4) the establishment of a supportive, non-threatening supervisory environment.

It is important to note that research shows that adults can learn. Knowles (1980) found that the basic ability to learn remains unimpaired throughout life. This finding was supported by Sprinthall and Thies-Sprinthall (1983) who found that adults can learn new skills and improve upon skills learned in youth. Their research showed that abilities of problem solving, generalization and concept formation do not decline until after retirement age and that capacities for inductive reasoning, spatial ability and verbal ability actually increase until well after middle age (p.22).

Pine and Horne (1969) found that the adult learning process is activated and controlled by the learner, not by the teacher. Wood (1980) concurred and therefore theorized that it should be the goal of adult educators to stimulate a learner's desire to know and to generate her/his ability to engage in a life long process of discovery.

Knowles (1980) too saw adult learning as an internal process and explains adult motivation to learn in terms of the expectancy theory. He found that adults respond more to internal motivation than to external sanctions and are motivated to learn when they perceive that learning will help them to achieve the personal goals that they have set for themselves. He also saw the need for growth and self development a primary motivator for adult learning and defined the need to grow as the most universal need of all.

Verduin, Miller and Greer (1977) found that motivation to learn is present if an individual can see personal meaning in what is learned. If the goals are not seen as valid to the learner, then the content will have no meaning. Knowles (1978) supported this belief. He asserted that adults are motivated to learn as they experience particular needs or interests; therefore these needs and interests are the appropriate starting points for adult learning programs.

Wood (1980) pointed out that the goal of any andragogical experience must include participant growth toward independent learning. Massey (1980) agreed. She explained that adults are responsible for their own decisions, and therefore are able to decide what they need and what interests them. Pine and Horne (1969) also stressed the independence of the adult learner.

> People are not passive and reactive receptacles into which we can pour the 'right' values, the 'right' answers, and the 'right' ways of thinking. People are active and creative beings who need the opportunity to determine goals, issues to be discussed, and the means of evaluating themselves. (p. 126)

Little learning takes place, the authors continued, without the personal involvement of the learner. The learner must see the relevance of what is to be learned.

Verduin, Miller and Greer (1977) pointed out that the needs for involvement and relevance carry over into the evaluation process. Adults need to see the results of their work. They

need to know that progress is being made, that learning is taking place, that goals are being achieved and that time is not being wasted. And once again, self-directedness plays a role. Pine and Horne (1969) indicated that viable and meaningful evaluation occurs when people "are free to examine themselves and the roles they play with other people. Self evaluation and peer evaluation enable people to really judge how much they have learned and grown" (p. 133). It also enables them to diagnose their own learning needs.

Wood (1980) contended that in an andragogical model, learner perception of needs and of the means to meet those needs must be the basis of the educative process. Verduin, Miller and Greer (1977) agreed. They found that adult education must meet the needs of the learner. The instruction process for adults should begin with an assessment of the entering behaviors of the learner. From there, goals can be set and learning procedures defined. Adult educators must realize that each adult enters a learning situation with a different level of proficiency and a different set of goals. Instruction must be individualized. Knowles (1978) recommended a needs assessment that is an amalgamation of the perceptions of the learner and of the organization. He stressed that organizational demands for competence cannot be ignored and that often a negotiation process on learning priorities is required. However, he (1980) underscored the importance of learner involvement in the diagnosis of learning needs. Self-diagnosis must be utilized to assess the gaps that exist between the model of desired behaviors

and the present level of performance. Knowles cautioned that honest self-diagnosis can only flourish in a warm, supportive non-threatening environment.

As in any educative situation, adult learning is affected by the total state of the individual, both emotional and intellectual. Knox (1977) found that the educational climate greatly affects an adult's achievement and her/his persistence in learning. Adult learning, according to Pine and Horne (1969), is a cooperative, collaborative and evolutionary process that stretches people to produce creative solutions to problems. It requires time, free and open communication and the right to make mistakes. The learner needs to develop trust and feel free from threat so that self-revelation and shared evaluation can emerge.

Knowles (1980) asserted that certain environmental conditions must be present in order for learning to take place. There must be respect for the learner and recognition for her/his achievements. There should be participation in decision making and freedom of expression. There should be availability of information and mutuality of responsibility in defining goals, planning and conducting activities and evaluating what has been learned. Verduin, Miller and Greer (1977) and Wood (1980) confirmed the need for democratically led groups, participatory decision making and an active interchange of ideas.

The role of the leader in adult education is a crucial one. The function of the leader, according to Knowles (1980), is to create a rich environment from which students can extract learning. The teacher should then help students to acquire the

skills of self-directed learning. Wood (1980) agreed that the teacher should assist in advancing self-directed learning. He added, however, that the teacher should contribute to the learning process her/his own experience and her/his knowledge, particularly that concerning available resources, and that the teacher should facilitate learning by helping learners to analyze their experiences

Knox (1977) pointed out that self-directed learners need both a rapport with their teachers and a climate that encourages learners to consider their own expectations and set their own objectives. Pine and Horne (1969) agreed. They pointed out that the leader has to create a situation in which adults are able to freely express their own needs rather than have needs forced upon them. The leader should not direct or manipulate people, but should help them to discover the personal meaning of ideas and events. The authors also explained that a genuine expression of care on the part of a leader and a warm emotional climate can generate an atmosphere of security in which people can explore ideas and confront differences of opinion without feeling threatened.

Knowles (1950) posed a dilemma for the adult educator. If the desire for adult learning springs from a desire for self-improvement, there must be an admission of feelings of inadequacy. How then, can an adult engage in learning activities without threat to her/his self-respect? In his later work (1980), Knowles expanded upon this dilemma. The need for security, he explained, makes it difficult for adults to give up

their familiar ways even if they know that new methods are better. When security is threatened people often become defensive or withdraw from the situation even though they may be bored with too much routine and sameness. How can the adult educator, or in this case supervisor, overcome these anxieties and infuse learners, or teachers, with a need for new experience? Verduin, Miller and Greer (1977) felt that the answer lies in an open, supportive, positive climate which fosters appropriate behavioral change. One of the greatest threats to people, the authors contended, is the requirement to change behavior when their beliefs, needs and values have not changed. Threat causes people to seek to maintain themselves rather than to grow or to change. Imagination, initiative and creativity can be destroyed and people will concentrate on what is safe. In the absence of threat, Verduin et al concluded, people can gain new perceptions, review their own attitudes, values, beliefs and needs and form new behaviors. Openness to new ideas is a prerequisite to gaining new behaviors. Pine and Horne (1969) agreed. People feel free to change, they explained, when they feel that change is not being imposed upon them, that they are accepted as they are.

The adult learner needs supervision that encourages growth and enrichment, not dependence and submission. Argyris (1964) pointed out that the working environment of most lower level employees finds responsibility taken out of their hands. Responsibility for planning jobs, scheduling tasks and evaluating results falls to management. Few of the workers' abilities are

used. This causes the worker to experience a sense of:

> ...dependence and submissiveness toward his superior because the decisions of whether or not he works, how much he shall be paid, and so on, will be largely under his superior's control. In short, the worker will tend to feel that he has little control over such crucial decisions about his organizational life as the activity that he will be required to perform, the rewards and penalties, and his membership. (p. 38)

Argyris (1964) emphasized that this decreasing sense of control is in contrast with the conditions needed for psychological success and for self-esteem.

The theory of andragogy stresses the need for autonomy, feedback, responsibility and task meaningfulness, factors identified by Hackman and Oldham (1974) as core job dimensions that are pre-requisite to high internal work motivation.

Lippitt (1969), R.C. Hackman (1969), Lawler (1973), and Batchler (1981) all emphasized the impact a supervisor has in establishing the tone of the work environment. R. C. Hackman (1969) also found that the supervisor can determine the extent of both worker autonomy and growth and challenge provided in a job.

Andragogical supervision incorporates the concepts of adult education into the supervisory process. An andragogical supervisor recognizes and respects both the professional experience and the achievements of the teacher, and acknowledges a teacher's need to be self-directing and autonomous. The

supervisory process is supportive and non-threatening. It encourages teacher growth and accomplishment, and provides clear, immediate, and constructive feedback on teacher performance. The present study sought to determine the relationships between andragogical behaviors on the parts of supervisors and teacher motivation.

Research Methods and Data Source

The present study was conducted in Fairfield County, Connecticut. A randomly selected sample of 425 classroom teachers was drawn from the public elementary and secondary schools within the twenty-four school districts in the county. A total of 207 teachers returned usable responses.

The Job Diagnostic Survey (JDS) developed by Hackman and Oldham (1974) was mailed to the sample. The JDS measures five core job dimensions (Skill Variety, Task Identity, Task Significance, Autonomy, and Feedback) and three psychological states (Meaningfulness, Responsibility, and Knowledge of Results.) It also provides information with regard to feedback received from other people, workings with other people, and affective reactions people obtain from performing their jobs.

Responses to the JDS were tabulated along the lines suggested by Hackman and Oldham, including that for a Motivating Potential Score, based on the scores for the core job dimensions. This score indicated the extent to which respondents saw their jobs as having the potential to be motivating.

To determine whether or not teachers perceive their supervisors to use andragogical behaviors, an andragogical quotient was developed for this study. Since the JDS categories of autonomy, feedback from supervisors and peers, the quality of supervision and satisfaction with the challenges of the job constitute the categories most closely related to the qualities of andragogical supervision, the andragogical quotient was based on these categories. Just as the JDS scores are reported in terms of means and standard deviations, the andragogical quotient was determined by calculating for each respondent the mean score for the four andragogical categories. A group mean and standard deviation was then calculated for the total sample and for each of the sub-groups within the sample. Sub-groups included grade level taught, gender, and location of school. Relationships between andragogical supervisory behavior and teacher job satisfaction and internal work motivation were examined. Finally, the two hypotheses concerning the core job characteristics and teacher growth needs were tested.

The andragogical quotient was developed solely for use in this study. Its purpose was to isolate the characteristics of andragogical supervision and to measure the degree to which supervisors are perceived by teachers to incorporate these characteristics into the supervisory process.

Findings

In general, andragogical quotients for the sample were moderate. Not surprising, the group with the highest andragogical quotient was the group of teachers holding enriched

jobs. The lowest score was for teachers working in low socio-economic districts. Females perceived significantly more andragogical behavior in their supervisors than did males, but the amount of variance accounted for was minimal (σ^2 = 3.57).

The sample was divided into two groups to determine the relationship between perceived andragogical supervisory behaviors, as measured by the andragogical quotient, and both the job satisfaction and the internal work motivation of teachers. One group consisted of those teachers whose andragogical quotients were higher than one-half standard deviation above the total group mean. The other consisted of those whose scores were lower than one-half standard deviation below the mean. One way analysis of variance was performed with the teachers' scores for job satisfaction and internal work motivation as dependent variables.

In both instances statistically significant differences were found. Teachers in the high andragogical supervision group were significantly more satisfied with their jobs and had higher levels of internal work motivation than were teachers whose supervisors are not perceived to use andragogical behaviors. A substantial amount of variance was explained in each case (σ^2 = 29.22; 21.37), thus supporting the thesis that utilization of an andragogical model of educational supervision will positively affect the internal work motivation of teachers.

The two groups of teachers were also used to test the two hypotheses. For the first hypothesis it was expected that teachers who perceived their supervisors to be using andragogical

behaviors would have more positive perceptions of the job dimensions of their teaching positions. This hypothesis was supported by the research in the present study. A statistically significant difference was found and a substantial amount of variance was explained (ω^2 = 32.08). Those teachers who perceived higher levels of andragogical supervision saw a higher presence of the core job dimensions, as measured by the Motivating Potential Scores, than teachers whose supervisors were not perceived as using andragogical behaviors.

For the second hypothesis it was expected that teachers who perceived their supervisors to be using andragogical behaviors would have higher level needs for growth and achievement. This was based on the assumption that the presence of an enriched job design would lead these teachers to express higher level needs for personal and professional growth. This hypothesis was not supported by the research. No statistically significant difference was found between the two groups.

Conclusions and Recommendations

Findings of the present study indicated that there was a definite relationship between andragogical supervision and the job satisfaction and internal work motivation of teachers. Respondents who perceived a high degree of andragogical behavior in their supervisors, as measured by the andragogical quotient, had significantly higher job satisfaction and internal work motivation scores than did respondents whose andragogical quotients were low.

Findings of the present study also indicated that there was a clear relationship between andragogical supervision and job design. Teachers perceived that supervisors who did adopt andragogical behaviors also allowed a greater degree of presence of the core job characteristics. Thus, andragogical supervisors are more apt to encourage job enrichment than are their non-andragogical counterparts.

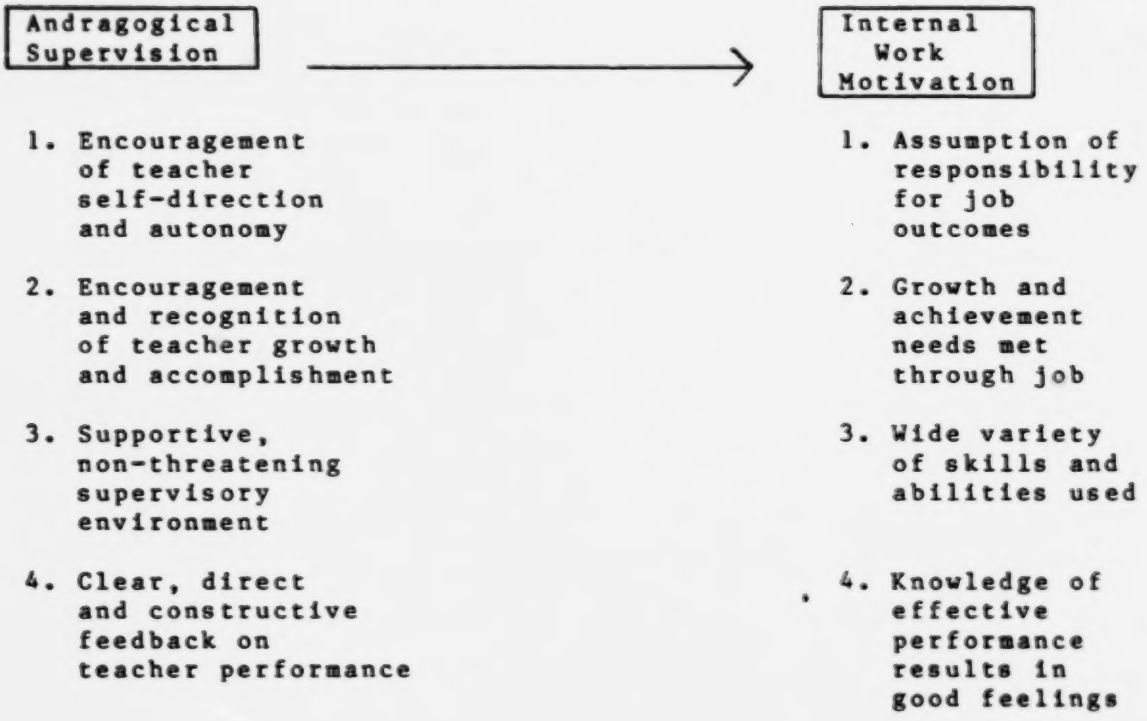
Andragogical Supervision
Internal Work Motivation
1. Encouragement of teacher self-direction and autonomy
2. Encouragement and recognition of teacher growth and accomplishment
3. Supportive, non-threatening supervisory environment
4. Clear, direct and constructive feedback on teacher performance
1. Assumption of responsibility for job outcomes
2. Growth and achievement needs met through job
3. Wide variety of skills and abilities used
4. Knowledge of effective performance results in good feelings

Figure 1. Andragogical Supervision and the Internal Work Motivation of Teachers.

Results of this study clearly indicate that the development of an andragogical model of supervision would provide both strong administrative leadership and a motivational incentive to teachers.

An andragogical learning environment, as defined by Malcolm Knowles, allows for self-direction on the part of the learner and provides an atmosphere of trust and mutuality as well as a clear recognition of and respect for the experience of the learner. Applying this to the area of educational supervision, the concept of andragogical supervision has been defined as including the following characteristics: (1) encouragement of teacher self-direction and autonomy, (2) encouragement and recognition of teacher growth and accomplishments, (3) clear, direct and constructive feedback on teacher performance, and (4) the establishment of a supportive, non-threatening supervisory environment. Teachers in the present study who perceived the presence of these characteristics in their supervisors were significantly more motivated and more satisfied than were their colleagues who did not see these qualities in their supervisors. Further, supervisors seen by their supervisees as andragogical were also perceived as allowing a greater degree of presence of the core job characteristics than their non-andragogical peers, a factor which yet again affects the internal motivation of teachers.

Additional research is needed in the area of andragogical supervision. A model should be developed for the education of administrators that focuses on the principles of andragogy and encourages administrators to adopt this approach in dealing with their staff members. An andragogical approach to teacher evaluation is also needed, including methods of dealing with the goal setting process, classroom observations, teacher-

administrator communications, feedback and improvement suggestions, and problem solving techniques.

Andragogical supervision needs to be formally recognized as a preferred method of supervisory behavior. Results of this study showed that treating teachers as adult professionals can lead to a more motivated and satisfied staff.

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